



Developing a Quality School Leader Evaluation and Professional Development Plan 2002

-Indicators for Plan Development-

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Evaluation and Research
Bureau of Evaluation and Educator Standards

Purposes: This document serves three purposes, 1) to help districts familiarize themselves with the indicators of a comprehensive district evaluation and professional development plan; 2) to suggest a structure for documenting their district plan; and 3) to provide a feedback guide for the peer review process to be administered by the CSDE.

While this form is designed to provide detailed feedback on districts' documented plans, the primary goal is for districts to create a plan based on the Standards for School Leaders – a plan that reflects a district environment in which school leaders are supported and continue to learn, share and grow to improve student learning. Therefore, the indicators are extensively detailed in order to help raise questions and initiate critical discussions in district committees about what the standards and policies look like in practice for their particular district. District plans may vary from district to district based on district priorities and district supervision processes.

How to Read and Use this Document: This resource document is set up in two parts. Part one suggests a structure for organizing your school leader evaluation plan around five sections:

1. *An Introduction* that addresses the purposes served by your district plan and the standards that drive school leader evaluation and professional development;
2. *An Induction* section that describes the orientation and support provided to new administrators over a one to two year period;
3. *A Professional Growth* section that details the evaluation criteria, the professional growth expectations, and the support afforded to all school leaders;
4. *An Intervention* section that describes the means for identifying an administrator performing below expectations and the support and evaluation process for those administrators;
5. *A Professional Development* section that discusses how PD and CEU offerings will be structured to support the evaluation and growth process;

Additionally, an appendix of forms and relevant cited documents such as the SSL and the Code of Professional Responsibilities for School Administrators should be part of the final document.

Districts may choose to use their own plan format as long as the Standards for School Leaders are fully integrated into their evaluation and professional development process.

Part two of this document consists of several key questions to help drafting committees review their plans. A district plan is acceptable overall when it:

- meets State guidelines and statutes,
- is linked to the district's teacher evaluation plan,
- has student learning at its core,
- is ethical and fair, and
- is doable.

The Peer Review Process: The Connecticut State Department of Education (CSDE) will be providing a peer review process during the Winter and Spring of 2002-2003. District, RESC, Higher Education, and State Department volunteers will be trained and available to provide constructive peer feedback on district plans. Part one of this form will be used to structure that feedback. Districts will receive feedback in the form of comments, suggestions, questions, and commendations on promising practices.

The Peer Review Process will begin December 2, 2002 and continue through March 31, 2003. Districts are encouraged to submit their plans for feedback to the address noted on the next page.

Timeline for Implementation: Implementation of the new Guidelines for School Leader Evaluation and Professional Development will occur via a three-year phase-in process.

Year 1: September 2002 – August 2003	Develop Draft Evaluation and Professional Development Plan
Year 2: September 2003 – August 2004	Pilot Evaluation and Professional Development Plan
Year 3: September 2004 – August 2005	First full year under new district plan

During year one, districts should convene their evaluation and professional development committee and begin to discuss and address the new guidelines for school leader evaluation and professional development. Professional development providers such as the Connecticut Association of Schools (CAS) and the Regional Educational Service Centers (RESCs), will be providing training in related topics such as on supervision and evaluation, the Standards for School Leaders, and other topics to assist districts in developing

their plans. A draft of your plan may be submitted to the CSDE for feedback before final adoption. To the extent possible, this feedback will be provided via a peer review process. At the end of year one, districts should have a working draft of their school leader evaluation and professional development plans.

Beginning in September of year two, districts should pilot their plans, followed by a self-assessment. The evaluation committee should reconvene and make any necessary changes to clarify and enhance the document, and to finalize it.

During year three, all districts are expected to fully implement their school leader evaluation and professional development plan in accordance with the 2002 Guidelines on School Leader Evaluation and Professional Development.

If you have already developed your plan: Several districts have already developed an integrated teacher and school leader evaluation and professional development plan, or have recently developed a draft of their school leader evaluation and professional development plan. Those districts may want to take advantage of the CSDE feedback process by submitting their plan for state feedback. This feedback process will also utilize the Ten Indicators form, but will be provided by the CSDE Evaluation Consultant, if submitted prior to the start of the Peer Review Process.

The CSDE feedback process also provides an opportunity to identify *Promising Practices*. If you have completed your plan and would like it to be reviewed as a potential promising practice to be posted on the State's website, please submit your plan to:

Dr. Christina M. Kishimoto
Teacher Evaluation Consultant
Connecticut State Department of Education
Box 2219
Hartford, CT 06145
christina.kishimoto@po.state.ct.us

Please e-mail Dr. Kishimoto if you are interested in serving as a Peer Reviewer. A one-day training will be required and will be scheduled for late October or early November 2002.

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PART ONE: DOCUMENT STRUCTURE			
I. Introduction: Purpose, Standards, and Overview			
identifies the Standards for School Leaders (SSL) and the Code of Professional Responsibility for School Administrators as the standards for professional practice, conduct and decision-making, and its definition of effective leadership (SL Guideline 1 & 2)			
includes a clear statement describing the connections among school leader evaluation, teacher evaluation, curriculum development and implementation, school improvement, professional development and student achievement (SL Guideline 3, 6)			
improvement of student achievement is the critical core goal (CCT, SSL, Code of Professional Conduct, SL and TE Guidelines)			
indicates that district and school learning goals are established using the CCL, K-12 Curriculum Frameworks, CMT/CAPT/LAS assessments, and locally developed curriculum standards (SL Guidelines 5)			
clearly identifies the evaluator(s) and his/her or their role(s)			
clearly delineates requirements and procedures to move in and out of phases or levels			
has a clear timeline which identifies when each component of the evaluation will occur, when feedback will be given, and provides sufficient time for reflection and for individual plan revisions			

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plan provides a clear connection between philosophy, process, and forms			
the development of the plan included the input of teachers, school leaders, the union, and the local board (State Statute 10-220a(b)) and defines the process for future refinement and updating			
II. School Leader Induction Process			
clearly delineates an orientation and induction process for years 1-2 (SL Guideline 9)			
outlines evaluator responsibilities for the proper induction of new school leaders i.e. support and assessment (SL Guidelines 7, 9, 10))			
clear performance expectations are discussed with the new school leader (SL Guideline 1, 2)			
provides time to receive mentoring/coaching support (SL Guideline 9)			
ensures that new school leaders are regularly given substantive feedback on the quality of their work along with suggestions for improvement (SL Guideline 7)			
introduces new school leaders to the proper use of student work samples to inform teaching/learning (SL Guideline 11b)			

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ensures that new school leaders are evaluated on their facilitative and collaborative practices, and shared leadership (SL Guideline 9)			
III. Continuous Professional Growth Opportunities: The school leader evaluation and professional development process should be based on the school leaders' development of a school improvement plan/strategic plan which includes: the identification of critical educational issues, the development of policies, goals, and actions to address those issues, the systematic collect of student learning samples and other evidence of goal attainment, assessment and adjustment of those goals, and identification of next steps. The school leader should also be evaluated on meeting operational and budgetary goals and expectations related to their position, including the efficient and effective management of school resources. (SL Guidelines 1 & 3)			
utilizes a differentiated process for school leaders with different levels of experience, leadership, professional interests and positional authority (SL Guideline 9)			
provides opportunity for school leaders to demonstrate how they have communicated school and district learning goals, school improvement plans, assessment practices, and teaching and learning practices to families, the local board, and the community (SL Guideline 12)			
school leaders' individualized plans outline clear performance measures for student learning (SL Guideline 3)			
requires school leader to compile, assess, analyze, interpret, and explain appropriate student and teacher (or district) data to reflect the state of teaching and learning, including student work, CMT/CAPT/LAS assessments, and other formal and informal classroom-based, school-based, and district-based assessment data (SL Guidelines 4, 11b, 13)			
school leaders are provided multiple opportunities to receive formative feedback on their progress on the school improvement plan/strategic plan (SL Guideline 7)			
includes an opportunity for school leaders to demonstrate how they foster diverse perspectives, understandings, and exposure in curriculum and program development, community and parental relations, and within school relations (SL Guideline 15)			

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includes an opportunity for school leaders to demonstrate how they grow and prepare a diverse leadership staff (SL Guideline 15)			
provides time/opportunities for school leader collaboration, including opportunities to collaborate on research and projects, share and integrate research findings and data collection, and share best practices with teachers and peers (SL Guideline 13)			
encourages research-based and data-based decision-making, policy setting, and practices (SL Guideline 11b)			
includes opportunities for school leader self-appraisal and identification of professional development needs (SL Guideline 8)			
includes multiple opportunities for school leader reflection - individually and with colleagues, including opportunities for peer coaching (SL Guideline 8)			
encourages school leaders to demonstrate how they have engaged their staff in discourse about the curriculum, standard setting, teaching and learning strategies, teaching tools, support strategies, community resources and strategies for parental involvement (SL Guideline 5)			
delineates parental and community involvement - requires school leaders to provide evidence of how they have provided opportunities for parents and the community to participate in the life of the school and in conversations about teaching and learning (SL Guidelines 2 & 12)			
includes an opportunity for school leaders to demonstrate how they model, sustain, and involve students, teachers, parents, and the community in high standards of behavior and ethics, fostering a positive sense of character development within the school and/or district (SL Guidelines 15)			

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school leaders are evaluated on ability to broker resources and support for teachers to build teaching capacity and improve student learning (SL Guideline 11a)			
exemplary leadership is recognized and reinforced (SL Guidelines 1 & 9)			
IV. Defined Professional Intervention Process			
provides a clear process for identifying school leaders in need of intervention and intensive supervision (TE Guidelines - Key Elements 11)			
defines clear accountability criteria and performance standards by which school leaders will be evaluated (TE Guidelines - Key Elements 11)			
provides support and guided assistance for school leaders to develop leadership capacity, including opportunities for peer support (TE Guidelines - Key Elements 11; SL Guidelines 9)			
provides a clear process for moving a school leader from an intervention phase/process back into a professional growth phase/process (TE Guidelines - Key Elements 11)			
defines process by which a school leader may be supported and/or counseled out through human resources, district administrator and/or union, including a clear process for moving a school leader from an intervention phase/process to contract termination (TE Guidelines - Key Elements 11)			
includes a well defined intervention timeline, including defined time periods for follow-up assessments of areas of weakness (TE Guidelines, Key Elements 10 & 11)			

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V. Professional Development Component			
professional development is established across time and is based on improvement of teaching and learning, and leadership skills development (SL Guidelines Overview)			
individual professional development choices are directly linked to their evaluation goals (SL Guidelines 10)			
provides CEU and/or PD choices based on district goals, school improvement plan goals, and objectives for improved student learning (SL Guidelines Overview)			
provides CEUs and/or PD for training on district evaluation procedures, including how to effectively document teacher performance growth over time, strategies for differential evaluation and supervision, and strategies for teacher support and capacity building (SL Guidelines 11a)			
provides CEUs and/or PD for training in data collection, data analysis and data-based decision-making for the purpose of school improvement and student learning (SL Guidelines 11b)			
provides CEUs and/or PD for training in the use and application of technology to improve school management and teaching and learning (SL Guidelines 11c)			
includes appropriate training for school leaders and teachers to ensure that the expectations of the evaluation plan are consistently applied within and across schools (SL Guidelines 11a)			

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APPENDIX			
includes all relevant forms with clear instructions for completion			
outlines process for resolving disagreements in creating, executing, and evaluating individual professional growth plans (TE Guidelines II-9)			
PART TWO: REFLECTION QUESTIONS			
<i>Review your district plan by asking yourself the following questions:</i>			
1. Does my district plan meet state guidelines and statutes?			
2. Does my district plan have a clear link to teacher evaluation?			
3. Does my district plan have student learning at its core?			
4. Is my plan ethical and fair?			

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5. Is my plan doable? (Includes resources needed for implementation of plan)			